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ABSTRACT

The Teacher's guide contains seven lesson plans integrating slides and transparencies with other class activities to provide knowledge and understanding of the newspaper. The lesson topics are: the four purposes of the newspaper, fact and opinion, the front page, basic structure of news story, the blind ad and the public ad, the novelty lead, and the travels of a daily newspaper. The lesson objectives, descriptions of the accompanying slides or transparencies, and suggested student activities are presented for each of the lessons. Masters for the transparencies used in five of the lessons are included in the guide; slides are available for the remaining two lessons. A glossary of basic newspaper terms and a bibliography for the teacher conclude the guide. (RG)

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State of New Jersey
Department of Education
Division of Vocational Education

INTRODUCTION TO THE NEWSPAPER

A TEACHER'S GUIDE FOR SLIDE AND TRANSPARENCY PRESENTATIONS

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VT 102 819

INTRODUCTION

The newspaper is one of the most readily available sources of information. It presents news, supports opinions, presents instruction, and provides entertainment. Knowing how to use the newspaper is important to all students.

These lessons integrate slides and transparencies with other class activities to provide an understanding of the newspaper. Lessons 1, 2, 4, 5, and 6 utilize transparencies. The masters for these are included so that the transparencies can be made by the teacher. Slides for lessons 3 and 7 are included in the total package.

Objectives:

1. Students will be able to list the four purposes of the newspaper and be able to give examples for each by participating in a "Scavenger Hunt."

2. Students will identify the various areas of interest that "make" news such as Local Events, Famous People, Suspense, Conflict, Human Interest, Oddity, and Progress by working directly with their own newspaper as well as noting them on a transparency.

This set of transparencies attempts to familiarize the students with the various areas of interest that are covered in a newspaper. A suggested opening activity is the "Scavenger Hunt." For this activity it will be necessary to obtain the same newspaper for each student. After the newspapers have been distributed, give the students a list of items to look for. A broad range of information can usually be covered in about 20-25 items. It is usually beneficial to impose some sort of time limit and organize the activity as a competition between students. Some suggested items that could be included on the Scavenger Hunt might be:

What's the weather forecast for tomorrow?
What's playing at the Cinema?
Who's having a sale on electric power saws?
Who's the leading hitter in the National League?
What's the answer to 21 down in the crossword puzzle?

Transparency #1 – THE FOUR PURPOSES OF THE NEWSPAPER – This transparency simply lists the four purposes of the newspaper: Present News, Support Opinions, Present Instruction, and Provide Entertainment. The most obvious function of the newspaper to the students would be to present the news. Transparencies 2-8 deal with the different areas that "make" news.

Transparency #2 – LOCAL EVENTS – People enjoy reading about things happening nearby. Each man is interested first in news directly affecting himself and his neighbors rather than events which are taking place in some remote part of the world.

Transparency #3 – FAMOUS PEOPLE – We enjoy reading about celebrities in everyday situations like the ones we face. Fantastic happenings to famous people are also newsworthy to many readers.

Transparency #4 – SUSPENSE – Certain events such as elections and sports build up anticipation and curiosity. Life and death issues sometimes hold our attention for many days or weeks.

Transparency #5 – CONFLICT – The general public enjoys stories dealing with fights, struggles, and contests. This would include conflict which might be mental as well as physical.

Transparency #6 – HUMAN INTEREST – Sometimes, people enjoy a break by reading stories about people just like themselves or people with problems they can relate to.

Transparency #7 – ODDITY – Stories about very strange and unusual happenings are always popular with readers. An old newspaper adage maintains, "If a dog bites a man, that's not news. But if a man bites a dog ––."

Transparency #8 – PROGRESS – Stories about events or plans which will influence the future are of great interest. In most cases, these stories are about medicine, space travel, ecology, etc.

Transparency #9 – As a reinforcement activity, show students this transparency which is a composite of news headlines dealing with the different areas of interest that the students have just discussed. Students should be able to identify these headlines.

The preceding transparencies have all dealt with the primary purpose of the newspaper – to present news. As we have determined, there are three other functions of the newspaper which we will now consider.

Transparency #10 – SUPPORTING OPINIONS – The newspaper has always been a great outlet for those who wish to express opinions or present opposing points of view. The editorial page is the opinion center of the newspaper. Many different types of editorials are presented in this section as well as cartoons which express a viewpoint. As you will note on the transparency, opinions may be located in other areas of the newspaper as well. These would include sports columns, by-lines, movie and book reviews, "Dear Abby," and gossip columns.

Transparency #11 – GIVING INSTRUCTION – Another important function of the newspaper is instruction. Areas dealing with instruction include business advice, preparing and buying foods, consumer information, health problems, personal problems, golf and tennis lessons, and bridge and chess instruction.

Transparencies #12 and #13 – PROVIDE ENTERTAINMENT – Varied areas in the newspaper which provide this service would be the comics, sports pages, crossword and other puzzles, society pages, astrology predictions, and human interest stories.

Student Activities

1. Scavenger Hunt at beginning of lesson.

2. Using local newspapers, identify articles that illustrate the four purposes of a newspaper.

3. Using local newspapers, identify articles that illustrate:
   a. Famous people
   b. Suspense
   c. Conflict
   d. Human interest
   e. Oddity
   f. Progress

the FOUR PURPOSES OF THE NEWSPAPER

1. PRESENT NEWS
2. SUPPORT OPINION
3. GIVE INSTRUCTION
4. PROVIDE ENTERTAINMENT

TR. 1

LOCAL EVENTS

East Brunswick
CROP walk set

Madison airport hearing put off

Young biker
listed as fair

Crash on bridge kills Edison man

Boy Scout
School Night
set for Oct. 24

Pair pleads guilty to robbery, kidnap

Chamber to hold
7th autumn ball

Rocky Hill
girl hurt

10 5 TR. 2

FAMOUS PEOPLE

Ford's visits boost ski spa business

Byrne stumps in city

Kissinger Plans to Assure Peking on U.S.-Soviet Tie

Clarke's goals lead Flyers

Colby: CIA knew of Watergate

11

6

TR. 3

SUSPENSE

Rejected, man demands money

2 Americans abducted in Lebanon

7
12

Pittsburgh priest wrestles would-be suicide to safety

Faulty valve blamed in Matawan blowup

Kidnapers continue to hold police at bay

TR. 4.

CONFLICT

U.S. Arms-Sale Rise Stirs Capital Concern

Greater Control Is Sought by Congress As Nation Takes Lead in Munitions Sale

TOP BANKERS SAY DEFAULT CAN HURT WORLD'S MARKETS

OIL COMPANIES SUE ON VAPOR RULING

Lebanon fighting claims 8 more

U.S. Aide Charges Chile Sold U.N. Vote to Arabs

Crisis Is Believed to Cost Other Borrowers Billions

Woodsmen and Paper Industry Wage Bitter Warfare in Maine

13

8

TR. 5

HUMAN INTEREST

Rubbish stirs up Jamesburg debate

Salesman not sweet on honey swap

Lions sponsor new eye clinic

Abacus doesn't add in the computer age

Oak barrels filled with new wine

Let's consider a bit of boy's lib

ODDITY

Omaha zoo is new home of European locomotive

Pet birth rates outdo humans

Bonfires banish demons

Garden grows well a mile underground

Haunted house open to public

15 10 TR. 7

PROGRESS

Nobel winner for virus research began project with his wife

Commuting time will be shortened by railroad work

SATELLITES URGED FOR HEALTH DATA

Cancer Gene in Cell Is Mapped

16 11 TR. 8

Gun control trend growing
1

Installing Clay Tile
2

Hospital guard charged in theft
3

Auto production cut back
4

How Sweet It Is! Santa Lands in Candy Village
5

Needy fund kicked off with $500
6

Exodus of doctors predicted
7

PRESENTING OPINIONS

Can parent be fined for child's crime?

On Learning And Earning

By James Reston

18 13 TR. 10

letters to the editor

Blasts board's 'duplicity'

Ideas & Trends

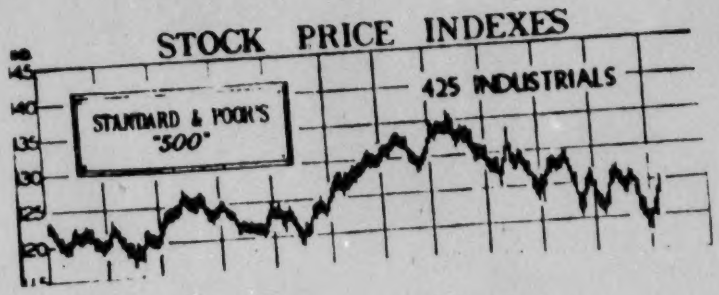
Dear Abby . . .

editorial

What's stopping traffic lights?

Veto it, Mayor

GIVING INSTRUCTION



B. Jay Becker: **Bridge Table**

Show Previews
Tonight on TV

ABOUT REAL ESTATE

for Better Health
By Dr. S. L. ANDELMAN

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Objectives:

1. Students will define "Fact" and "Opinion" and cite examples for each.

2. Students will be able to recognize factual news reporting by re-writing a news article that has been loaded with opinions.

3. Students will demonstrate how opinions may be employed to create both favorable and unfavorable impressions in writing news articles.

In any introduction to newspaper reading, it is important for the students to be able to point out the difference between a fact and an opinion. An opening activity in this area might be for the teacher to select a large picture or poster and place it in the front of the room for all to see. Have the students study the picture and then ask each student to tell something about it. Place all the statements on the board and then have students decide which were facts and which were opinions. What guidelines did they set for themselves?

Transparency #1 – A FACT IS – a statement which we can prove to be true. "Hydrogen and oxygen can be combined to form a substance that we know as water." To prove this statement we could look up the information in a book, ask an expert, or perform the experiment ourselves.

Transparency #2 – A FACT IS – a statement containing information that can be checked with other sources. "Hungary is a member of the United Nations." Remember that even though a statement can be checked with another source, we have no assurance that it will be proven true.

Transparency #3 – A FACT IS – something generally known to be true. "President Kennedy was assassinated." Sometimes events are of such magnitude that they can be affirmed without being checked specifically. This is a statement which could be unanimously agreed upon.

Transparency #4 – AN OPINION IS – a judgment or belief. "There aren't many good movies being made today." This could not be verified because we have no way of agreeing upon what is a "good" movie.

Transparency #5 – AN OPINION IS – often worthwhile when it is based on someone's experience or on other facts. "The Cubs and the Yankees have a good chance of meeting in the World Series." This statement is based on statistics but we have no assurance that these statistics will not change.

Transparency #6 – AN OPINION IS – dangerous when influenced by prejudice or superstition. "The younger generation is undependable." "If you break a mirror, you will have seven years bad luck."

Student Activities

As a reinforcement activity dealing with facts and opinions, students could be given a newspaper article that is full of opinions and asked to re-write it as a factual news story. Here is an example story that the students could work on. You may wish to mimeograph it for student use.

Directions: The following newspaper article is full of opinion. Re-write the article and eliminate all opinions. Remember that your completed article should contain only factual information.

YANKEES' MURCER FINED $250

New York – Bobby Murcer, the Yankees' complaining center fielder, was justly fined $250 today for unfairly criticizing baseball's outstanding commissioner, Bowie Kuhn, and American League president Joe Cronin.

The whole petty argument arose over Murcer's exaggerated charge that Cleveland Indian's pitcher, Gaylord Perry, has been throwing an illegal spitball for some time. Murcer claims that the "loaded" ball is almost impossible to hit. This seems like an excuse for Murcer's struggling batting average.

The incident began after Perry defeated the Yankees last week with a brilliant pitching effort. This prompted the quick-tempered Murcer to cry that those in charge didn't have the "guts" to do something about Perry's spitball. Once again, Murcer's immaturity gets him into trouble.

Gaylord Perry has been unfairly criticized by American Leaguers ever since he came over from the San Francisco Giants. Last night the Indians once again met the Yankees with the outstanding Perry on the mound. Because of Murcer's reckless statement over last week's game, it was feared by officials that there might be some arguments during the game.

What actually happened only seemed to prove Murcer's lack of judgment further. At his second at-bat against Perry in last night's game, Murcer hit a two-run homer to give the Yankees a 3-2 lead. If this is any indication of how the spitball hinders the hitter, Murcer should hope that other pitchers in the league start to use it.

Transparency #7 – After the students have completed their news article, the teacher may wish to show them this example of what their finished product should look like:

YANKEES' MURCER FINED $250

New York – Bobby Murcer, Yankees' center fielder, was fined $250 today for criticizing baseball's commissioner, Bowie Kuhn, and American League president, Joe Cronin.

The whole argument arose over Murcer's charge that Indians pitcher, Gaylord Perry, has been throwing an illegal spitball. Murcer claims that the "loaded" ball is almost impossible to hit.

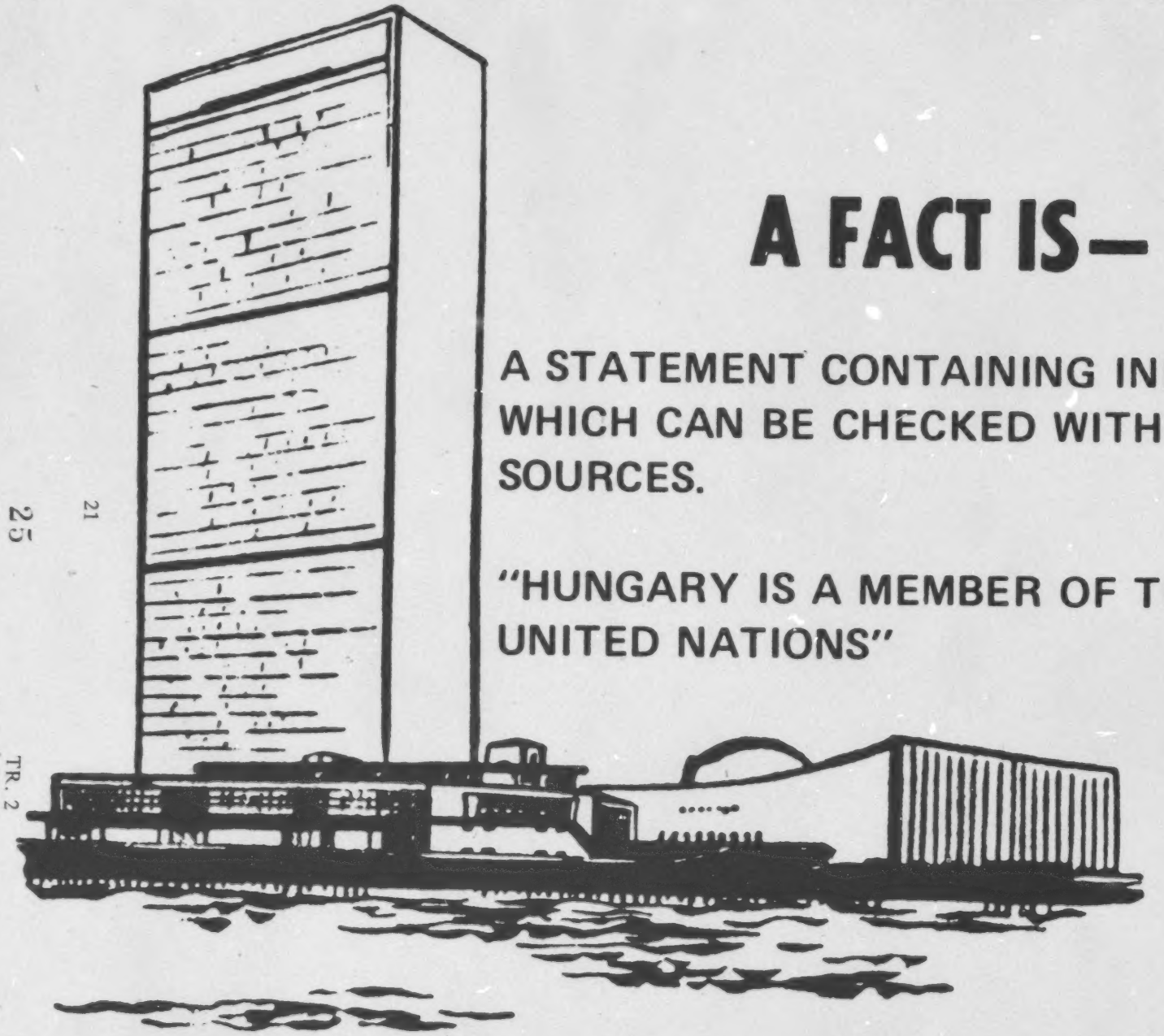
The incident began after Perry defeated the Yankees last week. This prompted Murcer to say that those in charge didn't have the "guts" to do something about Perry's spitball. Perry came over from the San Francisco Giants. Last night the Indians met the Yankees with Perry on the mound again. It was feared by officials that there might be some arguments during the game due to Murcer's statement. At his second at-bat against Perry in last night's game, Murcer hit a two-run homer to give the Yankees a 3-2 lead.

The more advanced students may enjoy re-writing the story a third time to show Gaylord Perry in an unfavorable light. Opinions could be used to suggest that Bobby Murcer is the "hero" and Perry is the "villain."

A FACT IS—

A STATEMENT WHICH WE CAN PROVE TO BE TRUE

"HYDROGEN AND OXYGEN CAN BE COMBINED TO FORM A SUBSTANCE THAT WE KNOW AS WATER"



A FACT IS—

A STATEMENT CONTAINING INFORMATION WHICH CAN BE CHECKED WITH OTHER SOURCES.

"HUNGARY IS A MEMBER OF THE UNITED NATIONS"

A FACT IS—

SOMETHING THAT IS GENERALLY KNOWN TO BE TRUE

"PRESIDENT JOHN F. KENNEDY WAS ASSASSINATED"

AN OPINION IS—

A JUDGMENT OR A BELIEF

"THERE AREN'T MANY GOOD MOVIES BEING MADE TODAY"

AN OPINION IS—

OFTEN WORTHWHILE WHEN IT IS BASED ON SOMEONE'S EXPERIENCE OR ON OTHER FACTS.

"THE CUBS AND YANKEES HAVE A GOOD CHANCE OF MEETING IN THE WORLD SERIES"

Standings
East Division

	W	L	Pct.	G.B.
Chicago	46	32	.590	—
St. Louis	37	37	.500	7
Montreal	34	37	.479	8½

Standings
East Division

	W.	L.	Pct.	G.B.
New York	43	33	.566	—
Baltimore	37	31	.544	2
Milwaukee	37	36	.507	4½

28 24 TR. 5

AN OPINION IS—

DANGEROUS WHEN IT IS INFLUENCED
BY PREJUDICE OR SUPERSTITION.

"THE YOUNGER GENERATION IS
IRRESPONSIBLE AND UNDEPENDABLE"

"IF YOU BREAK A MIRROR YOU WILL
HAVE SEVEN YEARS BAD LUCK"

YANKEES' MURCER FINED $250

New York - Bobby Murcer, Yankees' center fielder, was fined $250 today for criticizing Baseball's commissioner, Bowie Kuhn, and American League president, Joe Cronin.

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Objective:

Students will label the various parts of a newspaper front page.

This slide presentation attempts to familiarize the student with the different parts of a newspaper front page. It deals with those parts which tend to appear regularly.

Slide #1 – THE BANNER – As you will notice in the slide, the banner is a headline that runs across the entire width of the front page and appears in large letters. The banner headline indicates to the reader the article which the newspaper feels is the most important story of the day. The banner usually leads into that story which appears either in the center of the front page or at the far right hand column.

Slide #2 – THE EARS – Those are the spaces at the upper right and left hand corners of the newspaper. The edition number appears in the right hand corner and the weather report appears frequently in the left hand corner.

Slide #3 – is a close-up view of the EAR.

Slide #4 – THE CUT-LINE – This is the information printed at the bottom of a picture. Students will recognize it as a caption which describes the picture in some way.

Slide #5 – Close-up view of the CUT-LINE.

Slide #6 – THE BY-LINE – The by-line is the signature of a writer appearing at the head of a story. It is important for students to note which stories have by-lines because these articles often contain the opinion and interpretation of the writer as opposed to straight factual stories.

Slide #7 – is a close-up view of the BY-LINE.

Slide #8 – THE DATELINE – This is the line at the beginning of a story which gives the place of the reported incident and the wire service that covered the story. The date is usually not given in the dateline any longer because most of the printed stories have occurred the same day.

Slide #9 – is a close-up view of the DATELINE.

Slide #10 – JUMP STORY – An article which begins on the front page and is continued on another page is known as a jump story.

Slide #11 – is a close-up view of the JUMP STORY.

Slide #12 – THE INDEX – The index is usually located at the lower portion of the front page. It serves a very useful purpose to the reader in that it lists the various sections of the newspaper and the page number where each section begins. Students participating in the "Scavenger Hunt" should have found the index helpful in their attempt to find information quickly.

Slide #13 – is a close-up view of the INDEX.

Student Activities

Slide #14 – SUMMARY – This slide may be used as a quiz after the students have been exposed to the various parts of the front page or simply as a review for reinforcement. *Students should be able to label each part on a separate sheet of paper.*

Objectives:

1. Students will list the differences in structure between a news article and fiction/drama and be able to cite reasons why news stories are written in the inverted pyramid form.

2. Students will define Summary Lead and be able to point out examples from their own newspaper.

3. Students will label the five W's (Who, What, When, Where, and Why) in various types of Summary Leads.

4. Students will be able to apply what they have learned about the five W's and Summary Leads by writing their own newspaper Summary Lead after being given a set of five W's.

This series of transparencies shows the student the fundamental organization of a news story. It focuses particular attention on the Summary Lead and gives the student practice in identifying the Five W's of a newspaper article.

Transparency #1 – THE DIFFERENCE IN STRUCTURE BETWEEN A NEWS STORY AND FICTION/DRAMA – This transparency may be introduced by asking students how a short story, novel, or play is organized. They should be able to note that basically the author first gives us details, then introduces events to build interest, and finally brings his story to a climax.

It is important for the students to see that the structure of a news article is exactly the opposite. The news reporter first tells us the end of the story, then he adds other events or points of interest, and concludes his article with details. Two reasons for writing a news story this way are to enable the reader to "skim" the article by reading only the first paragraphs and to allow the typesetters to "cut" the article if it appears that it will be too long.

Transparency #2 – THE SUMMARY LEAD – As you will see, the first paragraph of this news article has been marked so that it stands out from the others. The first paragraph of a news story is called the Summary Lead. The Summary Lead contains the five W's of the story.

Transparency #3 – THE FIVE W'S – The Who, What, When, Where, and Why of a news article make up the Summary Lead.

The following four transparencies all show students a different Summary Lead. Students should be able to identify the five W's in each lead.

Transparency #4 – LABELING THE FIVE W'S

Who: Police
What: Arrested a 22-year old American
When: Today
Where: Israel
Why: Sending letter bombs to President Nixon

Transparency #5 – LABELING THE FIVE W'S

Who: The sun (this is considered the Who because it is the subject of the lead)
What: Passed directly between the moon and earth
When: Today
Where: Africa
Why: Scientific occurrence (the Why is understood)

Transparency #6 – LABELING THE FIVE W'S

Who: Five-year-old girl
What: Injured
When: Yesterday
Where: Medford
Why: Car jumped curb

Transparency #7 – LABELING THE FIVE W'S

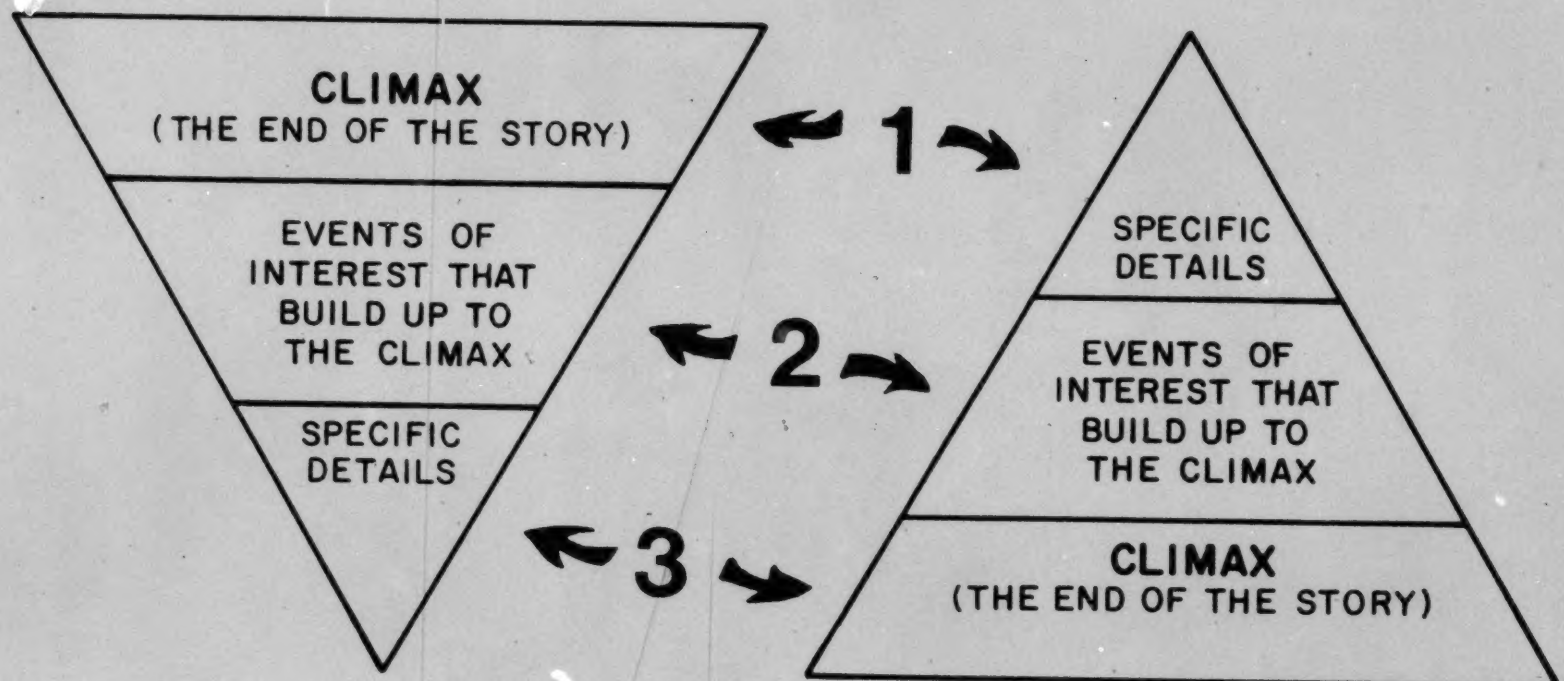
Who: John F. Kennedy Hospital
What: Will honor Candy Stripers
When: Friday
Where: Echelon Mall
Why: Graduation (understood)

Student Activities:

A reinforcing activity in this area would be to provide the students with their own set of Five W's and have them write their own Summary Lead. Students should be encouraged to be as creative as possible but reminded to make the story sound factual. They should add touches of their own to create a Summary Lead which would capture and hold the reader's attention. Here is a suggested set of Five W's:

Who: Miss Lynn Andrews
What: Arrived after a 2,000 mile voyage in a 14 ft. sailboat
When: Today
Where: Los Angeles
Why: Completed a crossing of the Pacific Ocean to win a bet

ORGANIZATION OF A NEWS STORY and THE STRUCTURE OF A SHORT STORY, NOVEL OR A PLAY



THE NEWS STORY

FICTION and DRAMA

SUMMARY LEAD

TAKE A LOOK AT THIS NEWS ARTICAL. YOU WILL NOTICE A BOX DRAWN AROUND THE FIRST PARAGRAPH.

$50,000 loot litters jail cells

FRANKLIN — Two weeks ago, township police, working with police from New Brunswick and the Penn-Central Railroad, arrested a township man for possession of stolen property worth over $50,000.

Now police are looking for the owners of the stolen goods: citizen band radios, about 130 automobile tires, an automobile transmission, telephone answering devices, turntables, amplifiers, digital clock radios, an electric saw, sheets and pillow cases, an adding machine, glass tumblers, wine makers and even an entire case of ironstone dishes.

Lt. Joseph Juzwiak this week urged any person who believes some of the recovered loot may belong to him to contact Franklin police. Appointments will be set up with crime victims to look through the items.

THIS PARAGRAPH IS KNOWN AS THE

AND CONTAINS THE 5 W's OF THE NEWS STORY

32a
37

TR. 2a

THE FIVE W'S

LETTER BOMB SUSPECT SEIZED

ISRAEL-(UPI)—POLICE SAID TODAY THEY HAVE ARRESTED A 22-YEAR OLD AMERICAN TOURIST SUSPECTED OF SENDING LETTER BOMBS TO PRESIDENT NIXON AND TWO OF HIS CABINET MEMBERS.

WHO: POLICE

WHAT: ARRESTED A 22-YEAR OLD AMERICAN

WHEN: TODAY

WHERE: ISRAEL

WHY: SENDING LETTER BOMBS

GOOD WEATHER FOR SCIENTISTS SEEING ECLIPSE

MAURITANIA, S. AFRICA– (UPI) – THE MOON PASSED DIRECTLY BETWEEN THE SUN AND EARTH TODAY, CASTING DARKNESS FROM BRAZIL TO AFRICA IN THE SECOND LONGEST ECLIPSE OF THE SUN IN 1,256 YEARS.

WHO: THE SUN

WHAT: PASSED DIRECTLY BETWEEN SUN AND EARTH

WHEN: TODAY

WHERE: AFRICA

WHY: SCIENTIFIC OCCURRENCE

35
40

TR. 5

CAR JUMPS CURB

MEDFORD – A FIVE YEAR OLD GIRL WAS SERIOUSLY INJURED YESTERDAY WHEN A CAR JUMPED AN EVES MILL ROAD CURB AND STRUCK HER WHILE SHE PLAYED WITH FRIENDS.

WHO: FIVE YEAR OLD GIRL

WHAT: INJURED

WHEN: YESTERDAY

WHERE: MEDFORD

WHY: CAR JUMPED CURB

JOHN F. KENNEDY HOSPITAL, STRATFORD, WILL HONOR 50 CANDY STRIPERS AT A CAPPING CEREMONY FRIDAY IN THE ECHELON MALL.

WHO: JOHN F. KENNEDY HOSPITAL

WHAT: WILL HONOR CANDY STRIPERS

WHEN: FRIDAY

WHERE: ECHELON

WHY: GRADUATION

37
42

TR. 7

Objectives:

1. Students will be able to define the difference between a Blind and a Public Ad and find examples of each in the newspaper Want Ad section.

2. Students will be able to list the five dangers of applying for a job through a Blind Ad.

One of the most important areas that students will be dealing with in the future is the Want Ads section. Basically, there are two different types of job ads that the students should recognize.

Transparency #1 – THE BLIND AND PUBLIC AD – After studying each ad, students should be able to note an important difference. The first ad is known as the Public Ad and lists the name of the employer who is running the ad and/or his address and phone number. The second ad is a Blind Ad which requires the applicant to respond only to a box number at either a newspaper or a Post Office.

There are several reasons why an employer might choose to run a Blind Ad and none of them are really intended to help the applicant. Transparencies 2-6 deal with the dangers a worker faces in applying for a job through a Blind Ad.

Transparency #2 – DANGERS OF THE BLIND AD – An employer might simply be surveying the area to see how many skilled tradesmen are located there in the event that he should desire to move his company or open a branch. He is interested in compiling a count of how many possible workers might be available to him.

Transparency #3 – DANGERS OF THE BLIND AD – An employer might just be surveying salaries in a certain trade to see if the wages he pays are in line with what others in the same trade are receiving. Such a report would put him in a favorable bargaining position should his employees come to him with a request for a pay increase.

Transparency #4 – DANGERS OF THE BLIND AD – Sometimes an employer places a Blind Ad to find out if his own workers are satisfied with their jobs. You can imagine the position you would be in if you found out that you had applied for a job with your own boss.

Transparency #5 – DANGERS OF THE BLIND AD – Sometimes companies who employ the same types of tradesmen and are located in a similar area make agreements among themselves that they will not try and lure employees away from each other. However, if a company does have a serious shortage of workers, it might have to run a Blind Ad so that its competitors don't find out.

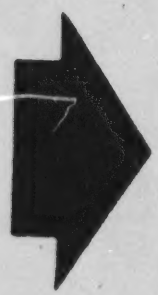
Transparency #6 – DANGERS OF A BLIND AD – Sometimes a company is afraid that if it advertises a shortage of workers, its customers might cancel orders or stockholders might become unduly concerned or raise embarrassing questions.

Student Activities

To emphasize the number of Blind Ads which are placed in a newspaper every day, students should be encouraged to bring in at least one Blind Ad in their particular trade from a newspaper at home.

LOOK AT EACH ONE OF THE FOLLOWING CLASSIFIED ADS AND TELL HOW THEY DIFFER:

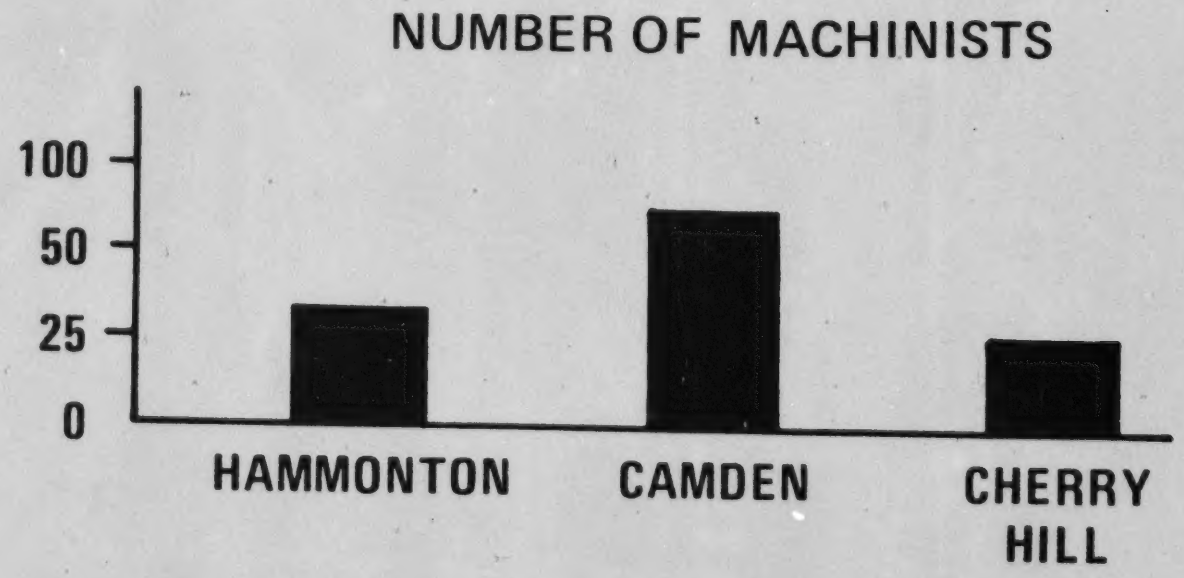
MACHINIST for horizontal boring mill, second shift with overtime. Apply Precision Parts Company, Cherry Hill. Call 665-5515.



MACHINIST for Bridgeport, close tolerances, first shift with overtime, send letter to Box E-26, The Daily Times.

DANGERS OF A BLIND AD

Sometimes an employer just wants to "Sample" a particular area to find out how many skilled tradesmen are available in case he ever decides to move his business or open a branch.



DANGERS OF A BLIND AD

An employer might just want to find out if the salaries that he's paying his workers are in line with what other tradesmen in similar jobs a are receiving.

DANGERS OF A BLIND AD

Sometimes an employer might just want to find out if his workers are dissatisfied. He might want to know who is thinking about quitting.

– PAGE 2 –

15. *Why did you leave your present position?*

_____

_____

_____

Imagine the embarrassment that might occur if you answered an ad that was placed by your boss!

DANGERS OF A BLIND AD

Sometimes companies agree among themselves that they won't try and attract workers from each other. But when a company has a real shortage, it may run a blind ad so that the other companies won't know who placed it.

DANGERS OF A BLIND AD

A manufacturer might not want to let his customers know that he's suffering from a shortage of workers having a particular skill. This might make the customer cancel or reduce his order.

Objectives:

1. Students will be able to list the four basic purposes a lead serves in a newspaper article.

2. Students will demonstrate the difference between a Summary Lead and a Novelty Lead by writing examples of each.

3. Students will be able to state the purpose of a Novelty Lead and to point out where this lead is located in an article.

4. Students will identify various types of novelty leads by underlining them in news articles.

5. Using their own articles, students will demonstrate that they can write several different types of novelty leads.

6. Students will show how different novelty leads are used based on the type of story they will introduce by matching a list of leads with a list of stories.

The following section consists of a transparency series illustrating some of the various types of novelty leads which are used in news articles to arouse reader interest. Upon completing a discussion of these transparencies, students should be able to identify different types of novelty leads that appear in newspaper articles and be able to write novelty leads for their own stories. The first three transparencies in the presentation briefly review the Summary Lead which the student has previously discussed and written.

Transparency #1 – THE FOUR PURPOSES OF A LEAD – As we have discussed before, the lead has several functions in the news article. It tells the reader what the article is about, makes the reader want to read on, puts the story in focus, and creates the proper mood.

Transparency #2 – THE SUMMARY LEAD – You have already discussed one type of lead – the Summary Lead. This kind of lead contains the 5W's – Who, What, When, Where, and Why. (The teacher may wish to show some examples at this point. Several models exist from previously developed materials. See Lesson 4, Basic Structure of News Story.)

Transparency #3 – USES OF THE SUMMARY LEAD – Basically, the Summary Lead is used in three types of articles. It is most frequently seen in news stories, news briefs, and sports coverage stories.

Transparency #4 – PURPOSES OF THE NOVELTY LEAD – Another type of lead is the novelty lead. This type of introduction is used to lend color, vigor, and to attract immediate attention.

Transparency #5 – POSITION OF THE NOVELTY LEAD – As you can see in this article the novelty lead usually makes up the first few lines of the story.

Transparency #6 – EXAMPLES OF NOVELTY LEADS – Here are some different novelty leads taken from daily newspapers. Remember that these represent only the first few lines of the actual article.

Transparency #7 – TYPES OF NOVELTY LEADS – BACKGROUND – This lead adds richness, color, and depth to writing. Example: *Years ago in Teaneck, N.J., a little boy stole a few tomato plants from a neighbor's garden.* This was the opening line of an article about a man who dedicated his life to fighting corruption after learning an important lesson in his childhood.

Transparency #8 – TYPES OF NOVELTY LEADS – EXCLAMATORY – Extremely striking information is given. The statement usually ends with an exclamation point. Example: *The Jersey shore experienced what might have been an earthquake!* This lead appeared in a story about a series of mysterious tremors taking place from Atlantic City to Cape May, New Jersey.

Transparency #9 – TYPES OF NOVELTY LEADS – QUOTATION – The article which uses a quotation lead opens with the speaker's own words. Example: *"I've never pitched this well in the big leagues."* This example was taken from an article about a young pitcher from the Atlanta Braves who had won 10 straight games since the beginning of the season.

Transparency #10 – TYPES OF NOVELTY LEADS – DESCRIPTIVE – Here a person, place, or thing is described. This type of lead is used when a few words can paint a vivid picture in the reader's mind. Example: *It's twilight and angry thunder clouds hover above the Bedford Hills.* This lead opened a story about a prison disturbance.

Transparency #11 – TYPES OF NOVELTY LEADS – HISTORICAL – This type of lead uses a reference to some event in history or literature. Example: *In the old Arabian tale, Aladdin's wife was tricked into trading his magic lamp by the offer of a new lamp.* This was a clever opening from an article dealing with the value of antique lamps.

Transparency #12 – TYPES OF NOVELTY LEADS – EPIGRAM – The epigram lead begins with a famous quote which fits the subject of the story. Example: *"The more things change, the more they stay the same," is an old French saying.* An article on consumer fraud was the basis for this lead.

Transparency #13 – TYPES OF NOVELTY LEADS – QUESTION – Articles using this type of lead open with a question which is answered later in the story. Example: *What can you do with 75,000 discarded tin cans?* As you've probably guessed, this introduced a story on recycling trash.

Student Activities:

Activity 1 Have students find examples of each of the seven types of novelty leads by looking through a daily newspaper.

Activity 2 Give all students the same basic Summary Lead. Either give them a paragraph or dictate a set of 5W's for them to work up into a paragraph. Then have students write examples of three types of novelty leads which would be suitable to the paragraph given them.

Activity 3 Make up an original list of the seven different types of novelty leads (or choose some from a newspaper) and seven subjects for stories. Have students match each lead with the story whose subject it seems to fit.

THE LEAD HAS 4 BASIC PURPOSES:

1- **TELLS THE READER WHAT** THE STORY IS ABOUT.

2- **MAKES** THE READER WANT TO READ ON.

3- PUTS THE STORY IN FOCUS.

4- CREATES THE PROPER MOOD.

YOU HAVE ALREADY DISCUSSED ONE TYPE OF LEAD

THE SUMMARY LEAD

WHICH CONSISTS OF THE FIVE W's

WHO, WHAT, WHEN, WHERE, WHY

SUMMARY LEADS
ARE USED PRIMARILY FOR:

1- NEWS STORIES

2- NEWS BRIEFS

3- SPORTS COVERAGE STORIES

ANOTHER TYPE OF LEAD IS THE

NOVELTY LEAD

THESE ARE USED TO LEND COLOR, VIGOR AND

ATTRACT IMMEDIATE ATTENTION

52a

TR. 4a

NOVELTY LEADS USUALLY MAKE UP THE FIRST AND SECOND LINES OF THE OPENING PARAGRAPH.

53
60

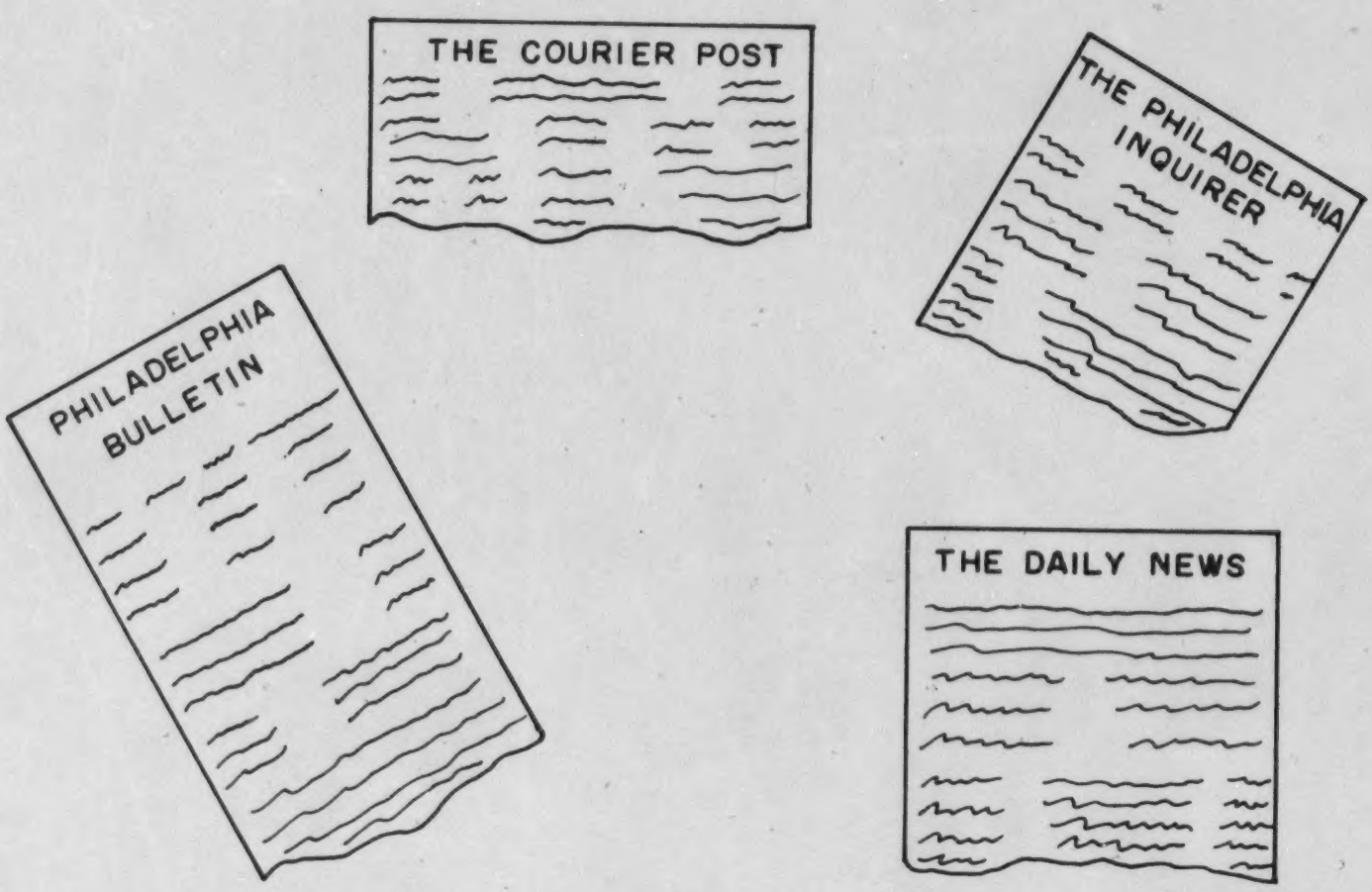
TR. 5

MAYS LANDING—Like father, like son isn't the way Albert VanderPaelt would like to see it work out for his seven-year-old son, John.

VanderPaelt is a 40-year-old harness driver. He has seen a lot of hard times and is expecting to see a few more if he decides to continue plying his current occupation.

"The horse business is getting tougher," said the Belgium-born driver who currently lives and trains on his own farm in Columbus. "It's no more a sport to me . . . it's a business."

HERE ARE SOME DIFFERENT NOVELTY LEADS TAKEN FROM DAILY NEWSPAPERS.



BACKGROUND

ADDS RICHNESS, COLOR, DEPTH TO WRITING

EXAMPLE:

YEARS AGO IN TEANECK, N.J., A LITTLE BOY STOLE A FEW TOMATO PLANTS FROM A NEIGHBOR'S GARDEN.

EXCLAMATORY

USUALLY END WITH
AN EXCLAMATION POINT

!

GIVES EXTREMELY
STRIKING INFORMATION

"QUOTATION"

EXAMPLE:

"I'VE NEVER PITCHED THIS WELL IN THE BIG LEAGUES."

57a

TR. 9a

DESCRIPTIVE

DESCRIBES A PERSON, PLACE, OR THING.
USED WHEN A FEW WORDS CAN PAINT
A VIVID PICTURE IN THE READERS
MIND.

EXAMPLE:

IT'S TWILIGHT AND ANGRY THUNDER CLOUDS
HOVER ABOVE THE BEDFORD HILLS.

HISTORICAL

BEGINS WITH A REFERENCE TO SOME EVENT IN HISTORY OR LITERATURE

EXAMPLE:

IN THE OLD ARABIAN TALE, ALADDIN'S WIFE WAS TRICKED INTO TRADING HIS MAGIC LAMP BY THE OFFER OF A NEW LAMP.

EPIGRAM

BEGINS WITH A FAMOUS QUOTE WHICH FITS THE SUBJECT OF THE STORY.

71

EXAMPLE:

"THE MORE THINGS CHANGE, THE MORE THEY STAY THE SAME," IS AN OLD FRENCH SAYING.

QUESTION

WHICH IS ANSWERED
LATER IN THE STORY

OPENS WITH
A QUESTION

EXAMPLE:

WHAT CAN YOU DO WITH 75,000 DISCARDED TIN CANS?

61a

TR. 13a

Objectives:

1. Students will be able to list the three sources which provide news to a daily newspaper.

2. By defining terms like "copy," "re-write man," "wire services," "proof," "slug," "composing room," "cast," and "presses," students will demonstrate a basic grasp of the newspaper jargon used in the production of a daily paper.

3. Students will practice skills of oral expression by participating in a "mock printing" of a newspaper.

4. Students will identify the various processes involved in the production of a daily newspaper by listing these steps in their order of occurrence.

The purpose of the following series of slides is to illustrate to students the various processes involved in obtaining, organizing, and printing news. The slide series traces the steps involved from the time news is first collected until the paper is distributed at newsstands or by carriers. It will be necessary for the teacher to follow the written commentary as the slides are being shown. Some may find it helpful to make copies of the commentary to distribute to the students.

Slide #15 – THE TRAVELS OF A DAILY NEWSPAPER – In the following set of slides you will see the different steps a newspaper goes through before it reaches you. Basically, news comes into the newspaper plant from three sources.

Slide #16 – Most news is written at the newspaper by reporters.

Slide #17 – Some is phoned in to a re-write man who takes the basic information from the reporter who is on the scene of a story. The re-write man then works these facts into an article.

Slide #18 – Other stories come in over a teletype machine. Wire services like Associated Press and United Press International use teletype to transmit stories. Foreign correspondents who work for big city papers may also use the teletype to send stories which they feel should be printed as soon as possible.

Slide #19 – THE CITY DESK – The first corrections are made here. Many stories are shortened or rearranged at this point.

Slide #20 – THE NEWS DESK – Here stories are judged for their importance and it is decided where the articles will be placed in the newspaper.

Slide #21 – THE COPY DESK – At this point stories are checked for accuracy, spelling, punctuation, and grammar. Headlines are added here.

Slide #22 – COMPOSING ROOM – Stories are set in type and a proof is made. The machine which is usually used to set type is called a linotype.

Slide #23 – COMPOSING ROOM – The linotype operator chooses the type he feels is appropriat and proceeds to type out the story on what are called slugs. A proof or copy is now made and sent to the proofreading room.

Slide #24 – PROOFREADING ROOM – At this station, typographical errors made in the composing room are corrected.

Slide #25 – CASTING ROOM – When all errors have been removed, a cast is made from the page of type.

Slide #26 – CASTING ROOM – A moist cardboard mat is pressed over a cylinder under twenty tons of pressure. The mat now contains all the impressions of the printed page. The mat is now baked into a curved shape.

Slide #27 – CASTING ROOM – The curved mat is placed in a machine and 40 lbs. of molten metal (600°) is forced against it.

Slide #28 – CASTING ROOM – The plates are trimmed to fit on cylinders and are sent by conveyer to the press room.

Slide #29 – PRESS ROOM – Here all the plates are locked on cylinders.

Slide #30 – PRESS ROOM – Rolls of newsprint are placed on the unit.

Slide #31 – PRESS ROOM – Here is the modern printing press which prints, folds, cuts, and counts about 60,000 papers per hour and then sends them by chutes and conveyers to the mailing room where they are loaded on to trucks and delivered to newsstands and carriers.

Slide #32 – At the end of this process (which a paper undergoes at least once a day), you receive the finished product ready for your enjoyment.

Student Activities

1. Divide students into groups representing the various areas a newspaper travels. Give each group a card which identifies its area (News Desk, Re-Write Man, Press Room, etc.). Have the students conduct a mock printing of the paper. As the "articles" pass through each area students in the various groups will explain to the class what their job would be in the production.

2. Plan a class trip to a local paper to see first-hand the practical application of the steps detailed in the slide presentation.

3. Quiz students on "A Newsroom Glossary."

A NEWSROOM GLOSSARY

The following list of basic newspaper terminology is provided to aid the student in his discussion and analysis of the units dealing with an introduction to the newspaper. The teacher may wish to make a copy of this list to give students at the beginning of the unit.

1. AP – an abbreviation for the wire service Associated Press
2. Assignment – a story that a reporter has been given to cover
3. Banner – a headline stretching across a page, also called a streamer
4. Beat – a reporter's usual locality or routine for covering news.
5. Bulletin – a last minute news brief
6. Copy – all news manuscript, now ready to be set in type
7. Copy reader – a newsroom employee who reads and corrects a copy. He also prepares the headlines for stories.
8. Cover – getting all the details for a news story and then writing it up
9. Correspondent – a reporter assigned to some location out of the vicinity of the newspaper.
10. Exclusive – a story printed by only one paper, also called a "scoop"
11. Journalist – name given to a person who writes for a newspaper
12. Lead – the introductory sentence or paragraph of a story
13. Libel – publishing material that may in some way hurt a person's reputation
14. Masthead – a heading found on the editorial page which gives information about the paper. It usually states the title, ownership, management, and subscription rates of the paper.
15. Plagiarism – taking information created by another and indicating that it is one's own work

16. Pressmen – those who are in charge of running the newspaper presses

17. Proof – a page made from type that has been newly set. This page is made so that any corrections in the setting of type can be made early.

18. Proofreader – an employee who corrects any errors in typesetting by indicating errors to be changed on the proof.

19. Policy – the viewpoint of the newspaper on certain public issues.

20. UPI – an abbreviation for the wire service United Press International

TEACHER BIBLIOGRAPHY

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